

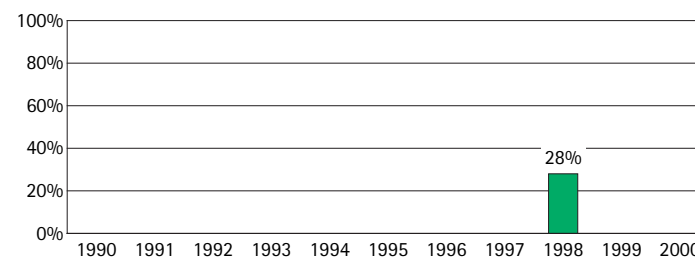
1. Improvement Over Time

Have Oregon's 4th graders improved in reading achievement?

In 1998, 28% of Oregon's public school 4th graders met the Goals Panel's performance standard in reading. This was the first year that Oregon participated in the NAEP reading assessment. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Oregon compare with other states in 4th grade reading achievement in public schools in 1998?

9 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%	Kansas, ² Wisconsin ²	34%

19 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Colorado ²	34%	Oregon , Michigan, North Carolina,	28%
Rhode Island	32%	Utah	
U.S.*	31%	Delaware, Tennessee	25%
Oklahoma, Virginia, Wyoming	30%	Alabama, Georgia	24%
Kentucky, Maryland, Missouri,	29%		
New York, Texas, Washington,			
West Virginia			

12 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

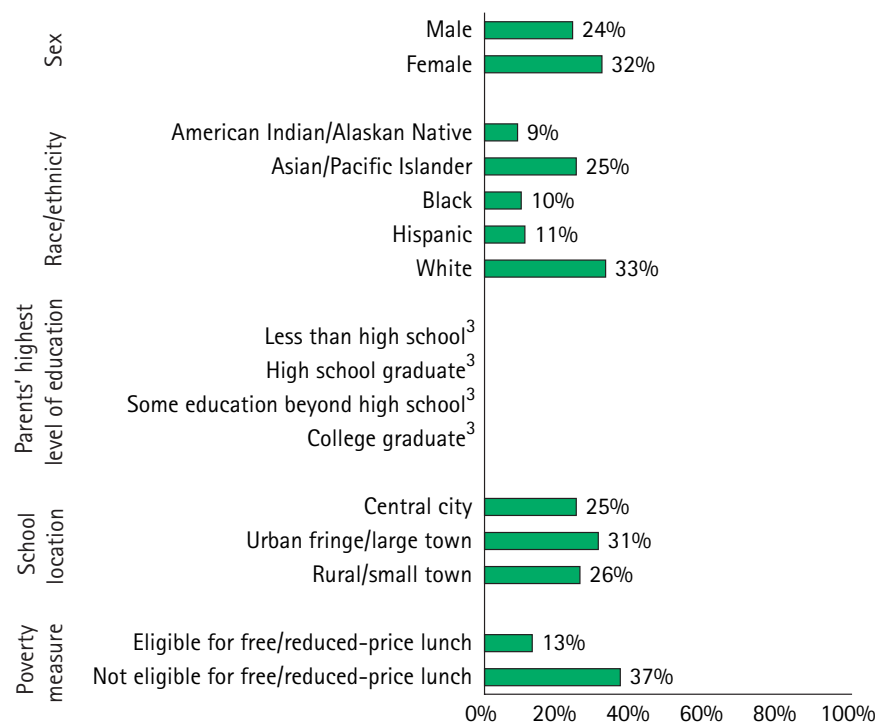
¹ See explanation on pp. 2-3.

² State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Oregon were at or above Proficient on the 1998 NAEP reading assessment?



¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

³ No data reported for 4th graders by parents' highest level of education in 1998.

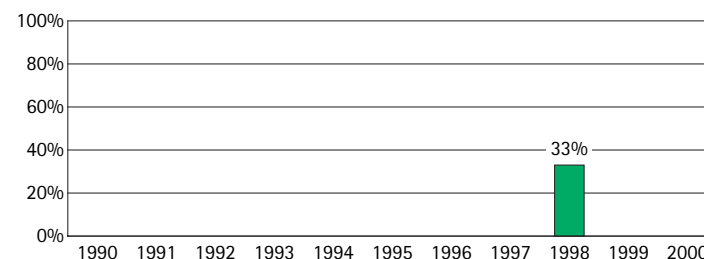
1. Improvement Over Time

Have Oregon's 8th graders improved in reading achievement?

In 1998, 33% of Oregon's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Oregon compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine 42%

19 states had similar¹ percentages of students who were at or above Proficient on NAEP:

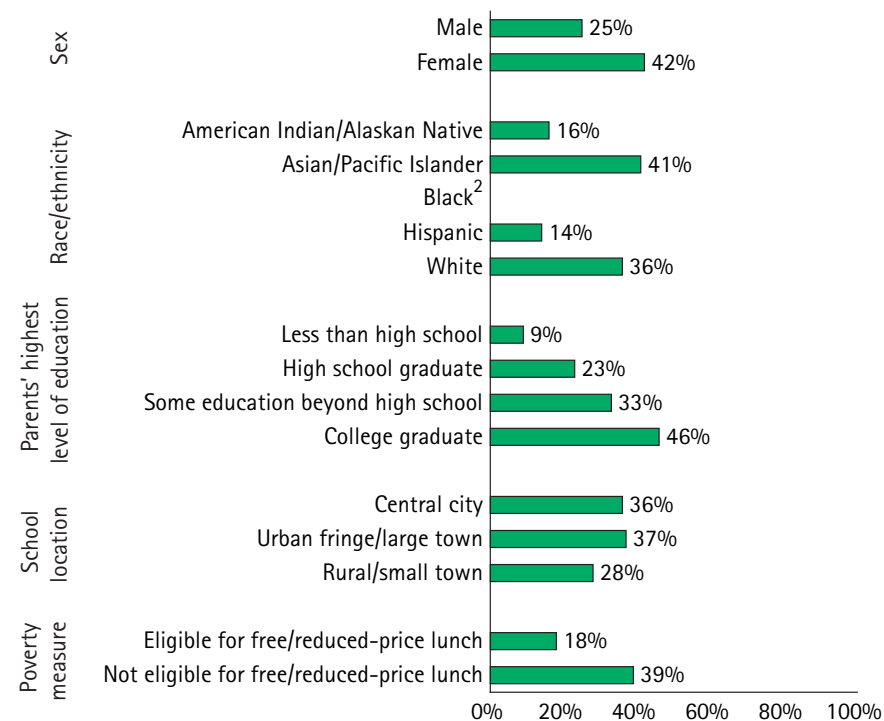
Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma,	29%
New York	34%	Wyoming	
U.S.,* Oregon, Virginia, Wisconsin	33%	Arizona, Texas	28%

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%
California, South Carolina	22%		

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Oregon were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.